**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| 1-7 Make an Organized List. |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Have you ever made a list of something to do? Why did you make the list? What was on the list?*  *Bring some clothes from your closet and tell them that you need to decide what to wear. Have them come up with the different combinations and then show them how to make a list.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Introduce the words organized and combinations.  Talk about combinations. What does it mean to be organized? Why do you think it is helpful to make a list of the possible combinations? How can we list the different ways to keep track of the number of outfits? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Cutting out pictures of shirts, pants, or other clothing items. Have the students figure out the different combinations that they can find using an organized list.*  *Use paper dolls to create different outfits and make a list as they put them together.*  *How many combinations did you find? Can you make more if you added another clothing item?* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use food items such as meats, cheeses and breads and have them come up with the different sandwiches that they can make. Have them make a list of their combinations. Have them share their lists with their groups. Have them how they came up with that answer and if there is another way to do it. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Have them do a problem off the practice sheet and then have them write their own problem. Creating a list of items and then solve it and then give it to a friend to solve. Did they get the same amount of combinations that you did?* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Have them show 3 different types of organized lists using one set of data.  Quiz | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Provide a list of the lunch options for that day and have them come up with the different combinations that they can have for lunch. Choice of entrée, drink and side dishes. | |
| **HOMEWORK** | |
| Using 4 stuffed animals list the number of ways they can be arranged on the shelf and list the different ways on a chart. | |